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ABSTRACT

The report describes an elementary grade level career awareness program which was organized around four open-spaced non-graded learning centers: a kindergarten and three other learning centers in which students stayed for two-year periods to explore the 15 career clusters identified by the U.S. Office of Education. Each learning center used a single career theme (restaurant, library, hospital) as the foundation of the career program. The results of pre- and post-Knowledge of Careers tests administered to randomly selected students indicated that post-test mean scores were higher on all program levels, especially at lower levels, than the pre-test means. An evaluation of the program operation based on a Likert-type questionnaire administered to the teaching staff indicated their favorable perceptions of each aspect of the program which was assessed (for example, program improvement, program effectiveness, student attitudes, program objectives, program implementation, and program administration). The report concludes with eight recommendations for improving the program. Two appendixes include the Knowledge of Careers Tests by levels and the teacher questionnaire. (JR)

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LINCOLN SCHOOL DEPARTMENT

VOCATIONAL-TECHNICAL PROGRAM

OPENING DOORS TO AWARENESS

1973—1974

CE004623

FINAL EVALUATION REPORT

JUNE 28, 1974

A FINAL EVALUATION REPORT

OF THE

LINCOLN PUBLIC SCHOOLS PART D CAREER EDUCATION PROGRAM

"OPENING DOOR TO AWARENESS"

1973-1974

This report has been prepared by the Center for Evaluation and Research of Rhode Island College and is principally the work of Mr. William H. Ashmore.

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I. INTRODUCTION

The 1973-74 academic year marked the initial operation of a comprehensive career education program conducted by the Lincoln Public Schools. This program, entitled "Opening Doors to Awareness", was developed and implemented at the open-spaced, non-graded, Northern Lincoln Elementary School, for approximately 525 students enrolled in kindergarten through grade six. The source of funding for the program was the Rhode Island State Department of Education Vocational Office, Bureau of Grants and Regulations, which is authorized to distribute Part D Career Education funds through the Vacational Education Act of 1963 as amended by the Vocational Education Amendments of 1968. In sum, approximately $15,880.95 was awarded to the program, with the Lincoln Public Schools contributing an additional 8 percent, or $1,211. to the effort.

As in the majority of federal and state funded education projects, a percentage of the program budget is spent on an evaluation component to insure feedback and some quality control on the program processes and effects. To this end, the Lincoln Public Schools contracted the Center for Evaluation and Research of Rhode Island College to serve as the program evaluator. Since the Center was contacted well before the inception of the program, both formative and summative evaluations were employed. The focus of the formative evaluation which was conducted during September to May, centered on the assessment of how well the program was implemented and changes in the implementation over time. Feedback to the program administrators took the form of five process evaluation reports, each keyed to the discrepancy between the program expectations and actual program accomplishments with references to the proposed timeline for the completion of activities. In addition, several of these process reports described the results of teachers' ratings on the degree to which the behavioral

objectives developed for each career unit of instruction were accomplished.

To assist the reader in understanding this Final Evaluation Report, the Evaluator recommends that previous evaluation reports and especially the major Interim Report be reviewed since they will provide an appropriate context for the results wich are presented here.

In this final report, the summative (end-of-project) effects are described. To do this, particular attention is given to the results of the pre- and posttest "Knowledge of Careers Test" which was administered to selected students at each grade level in October, 1973 and again during May, 1974. In addition, the results of an Evaluator developed program questionnaire are analyzed to determine the perceptions of the teachers to various aspects of the program. Where supported by objective data, conclusions and recommendations for improving next year's career program will be offered.

Before describing these results, the Evaluator wishes to thank the entire staff at the Northern Lincoln Elementary School for the cooperation they extended to the Evaluator during the year and for the input they provided for the evaluation of this program.

II. DESCRIPTION OF THE PROGRAM

The "Opening Doors to Awareness" program was designed to increase the students' awareness of careers, while at the same time improving students' skills in the necessary academic areas. Housed at the Northern Lincoln Elementary School, the program was conducted during September, '73 to June, '74 for the entire student population. The school itself is divided into four open-spaced, non-graded Learning Centers: The Kindergarten serves 30 students each morning and afternoon session; the Primary Center (Center A) and the Lower Intermediate Center (Center B) each serve 150 students in Grades 1-2,

and 3-4, respectively. The Upper Intermediate Center (Center C) serves approximately 173 students at the grade 5-6 level. With the exception of the Kindergarten pupils, the students usually stay in their respective Learning Center for a two-year period, during which time they will explore the fifteen career clusters identified by the U.S. Office of Education. Each Learning Center uses a single career theme as the foundation of the career program. For example, the Center A career program is developed around the "Restaurant"; the Center B program centers on the "Library"; and the Center C program uses the "Hospital" as the springboard to deliver its career instruction. Beyond the overall goal of developing career awareness, each Learning Center has incorporated to some extent learning activities designed to improve decision-making, problem-solving, and the students' self-awareness.

The staffing for the program is composed of the regular 19 teachers at the school, one of which also assumes responsibilities as Project Director. In addition, one teacher from each Learning Center acts as a coordinating agent for the career activities at their respective Center. This coordinator's role involves such functions as organizing career activities and materials, and directing the weekly planning sessions to insure the effective coordination of career instruction. These weekly planning sessions were an ongoing extension of the in-service program which was conducted over a two-week span during June and July, 1973.

In addition to the regular career instruction, the program featured field trips, guest speakers, and student-initiated-group and individual learning projects.

III. PROGRAM OBJECTIVES AND SUMMATIVE EVALUATION DESIGN

The overall objective of the "Opening Doors to Awareness" Program was to develop in students an awareness of the many and varied career opportunities available to them in the future. Since no commercial tests were available to assess career awareness, several round-table meetings were conducted during September/October '73 with the Project Director and the coordinating teachers at each Learning Center. The purposes of these were to determine the teachers' perceptions of what career awareness meant to them, and what learning activities were to be implemented to meet this objective. The fruits of these meetings were many. During the year, the staff at each Center spent considerable time in developing specific career-related behavioral objectives which would reflect the unique instructional thrust at each Center, and also serve as solid goals for instruction. As indicated earlier in this report, these objectives were evaluated throughout the program, and reported back to the project administrators in several process reports. In addition, the input provided by the staff allowed the Evaluator to develop a "Knowledge of Careers Test" appropriate for use at each Learning Center. (A copy of the four levels of this test is presented in Appendix A of this report). After considerable modification of this test, it was administered in October, '73 and again in May '74 as a pre- and post-test. The test, which will be discussed more fully in the "Test Results" section of this report, assesses how well the students can relate to the careers that they studied in their Center according to several characteristics common to any career choice.

Beyond the pre- and post-test results which are incorporated into this final report, summative evaluation findings on the success and shortcomings evidenced in the implementation of the career program over time are also documented. These findings were gleaned through the teachers' completion of a

specially designed Likert-type program questionnaire. This instrument was developed to parallel the interview items used during the formative evaluation to allow for observations of changes in the conduct of the program as it advanced to different phases of its life cycle.

The next section of this report describes the results on the "Knowledge of Careers Test", followed by an analysis of teachers perceptions on the program questionnaire.

IV. TEST RESULTS

The impact of the program on increasing the students' career awareness was measured by the pre- and post-test administration of an appropriate level "Knowledge of Careers Test". Four levels of this Evaluator/teacher constructed instrument were used, each corresponding to the four levels of the project, e.g. Kindergarten, Center A, Center B, and Center C. Students were selected for the testing scheme on a random sampling basis.

Each test consisted of a list of randomly selected careers which were covered in the classroom. For each career, the students were required to answer either yes or no to several characteristics relative to the career. The Kindergarten and Center A levels of the test, which incorporated a pictorial format, used four such characteristics for each career. These were:

1. Must go to school for a long time.
2. Works with people who need help.
3. Works with machines or tools.
4. Works outside most of time.

The Center B and Center C levels of the test, which used the traditional word format, required the students to make decisions about five characteristics related to each career. These were:

1. Works outside most of the time.
2. Works with machines or tools.
3. Works with people who need help.
4. Reads and writes a lot.
5. Needs a lot of education.

The highest possible score attainable on each level of the test are as follows: Kindergarten (50), Center A (52), Center B (64), and Center C (55). Reliability coefficients were computed on each level of the test, using the Pearson-Product moment correlation of the matching scores for the pre- and post-tests. ($r_{t1\ t2}$).[1] The correlations of -.21, -.31, .54, and .61 corresponding to K through Center C level of the test are quite interesting. It appears that on the Kindergarten (-.21) and Center A (-.31) levels of the test, the most sizeable increases in test scores on the post-test were accomplished by students who scored at the lower range of achievement on the pre-test. This suggests that at this lower level of the program, the career instruction benefited the initial lower groups more than the higher level achievement groups. The Center B (.54) and Center C (.61) levels reliability coefficients show much more stability as students who did well on the pre-test also tended to do proportionately better on the post-tests.

In addition to the above correlation study, means, standard deviations and t values were calculated on the pre- and post matching scores. Table I summarizes these results by the level of test used. These data show the post-test mean scores to be higher on all levels, than the pre-test means, with corresponding t values statistically significant beyond the .001 probability level. The greatest increases between the two testing sessions were observed

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[1] Ideally, the reliability study should have been conducted on the test prior to the instruction.

at the Kindergarten and Center A level where the difference between the means was 14 and 12.7 raw score points respectively. The results at these levels suggest both practical and statistically significant gains. The Center B and Center C students also showed post-test means greater than pre-test means by a difference of 4.1, and 2.2 raw score points respectively. While this difference in scores were not substantial, they were easily statistically significant. Perhaps the reason why substantial improvements were not made was that the majority of the pupils tested had reached the tests ceiling. For example the post-test mean score of 44.6 and 40.9 for the Center B, and Center C students represents achievement of almost 70% and 75% of the total items respectively. A similar pattern of success was observed on the pre-tests for these students. Considering the non-standardized nature of this test, these results are quite favorable and point to the strength of this career instructional program.

TABLE I

MEANS, STANDARD DEVIATIONS, AND t VALUES FOR A TEST OF THE SIGNIFICANCES OF THE MEAN DIFFERENCE OF PRE AND POST TESTS ON THE KNOWLEDGE OF CAREERS TESTS FOR PARTICIPANTS IN THE LINCOLN PUBLIC SCHOOLS CAREER EDUCATION PROGRAM

TEST	N	PRE-TEST		POST-TEST		t VALUES	
		MEAN	SD	MEAN	SD		
Kindergarten	13	22.4	3.7	36.4	5.2	7.3	*
Center A	26	24.5	4.0	37.2	3.8	10.3	*
Center B	39	40.5	5.9	44.6	4.6	5.1	*
Center C	35	38.7	4.0	40.9	4.0	3.6	*

* $p < .001$

V. ANALYSIS OF PROGRAM OPERATION

The findings in this section of the report are based primarily on the results of the Likert-type questionnaire completed and returned by 18 of the 19 teachers during May, 1974. This rate of return is quite high and is representative of the professional cooperation extended to the Evaluator during the course of the year. Each questionnaire was designed to guarantee the anonyomity of the respondent, while collecting individual perceptions of the staff on specific aspects of the career program's operations. A copy of this is presented in Appendix B.

The questionnaire data are summarized in Table 2. For each item, under each response alternative, the number of persons responding (n) and the percent of the group this represents (%) is given. Because of rounding error, the percents do not always add to 100.

The results, for the most part, showed a generally high unanimity of response to almost all of the items. Because of this general consensus, the high reliability of these data limit substantially response variance. Therefore, these data are described across program, rather than by Learning Center.

On the whole, the teachers demonstrated favorable perceptions about each aspect of the program which was assessed. This, in itself, represents some major improvements in the operation of the career program over time. It also verifies the pattern of improved implementation of the program which emerged chronologically in the previous five evaluation reports. When these questionnaire data are considered in light of the highly significant increases, in career awareness, demonstrated by students on the "Knowledge of Careers Test," it is only reasonable to infer that the project met with substantial success during its first year. For this accomplishment the administrators and staff of the project should be commended.

TABLE 2

RESULTS OF THE TEACHER QUESTIONNAIRE SHOWING THE NUMBER AND PERCENT OF RESPONDENTS FOR EACH RESPONSE ALTERNATIVE BY ITEM.

ITEM	N	RESPONSES: Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
1. I enjoyed teaching in the Career Education Program.	18	6	(33)	9	(50)	2	(11)	1	(6)	0	(0)
2. The career project at my center lacked sufficient organization.	17	0	(0)	3	(17)	2	(12)	11	(65)	1	(6)
3. I have received the majority of career materials which I ordered.	16	4	(25)	11	(69)	0	(0)	1	(6)	0	(0)
4. I have a clear understanding of the objectives specified for the career program at my center.	18	7	(39)	9	(50)	1	(6)	1	(6)	0	(0)
5. In my opinion the career program at my center improved considerably since September.	17	6	(35)	7	(41)	2	(12)	1	(6)	1	(6)
6. The career activities at my center were well coordinated between all teachers.	17	7	(41)	5	(29)	3	(18)	2	(12)	0	(0)

Table 2 - continued

ITEM	N	RESPONSES Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
7. At this point in time, the career schedule at my center is on target with thedate projected for this center.	18	7	(39)	6	(33)	3	(17)	2	(11)	0	(0)
8. Thecoordinating teacher's role in my center should be better definad for next year's Project.	17	2	(12)	12	(70)	2	(12)	1	(6)	0	(0)
9. As the year progressed I felt more comfortable in my role as career teacher.	18	1	(6)	14	(78)	2	(11)	1	(6)	0	(0)
10. The behavioral objectives which were developed for the various career units at my center were useful for instructional decision making.	18	3	(17)	12	(67)	1	(5)	2	(11)	0	(0)
11. All things considered, the career project at my center was a success.	18	8	(44)	9	(50)	0	(0)	1	(6)	0	(0)
12. The project director is open to most suggestions regarding the career project.	17	14	(82)	3	(18)	0	(0)	0	(0)	0	(0)
13. The building principal supports the career program.	17	11	(65)	6	(35)	0	(0)	0	(0)	0	(0)

Table 2 - continued

ITEM	N	RESPONSES Strongly Agree n	(%)	Agree n	(%)	Uncertain n	(%)	Disagree n	(%)	Strongly Disagree n	(%)
14. The students enjoyed participating in the career program.	18	13	(72)	4	(22)	1	(5)	0	(0)	0	(0)
15. The majority of the students have demonstrated (via teacher tests, teacher judgment, etc.) a substantial awareness of the careers which were covered in this center.	18	11	(61)	6	(33)	1	(5)	0	(0)	0	(0)

	n	(%)
16. As I see it, future career projects should be implemented at my center with (please check one):	17	
major modification	0	(0)
limited modification	16	(93)
no modification	1	(6)
should not be implemented at all	0	(0)

The discussion of the questionnaire results follow on an item-by-item basis.

Item 1 was keyed to determine the teacher's perceptions regarding their "degree of enjoyment" in teaching in the career program. The results indicate that fourteen or 83% of the respondents had positive feelings about this experience. Only one respondent disagreed, while two others were uncertain whether they enjoyed teaching in this first year project. Overall, the teachers' perceptions were quite favorable; in fact, one-third of the respondents strongly agreed that they enjoyed teaching in the career program. While there are no quantitative data available to compare the teachers' perceptions in this valued-area with similar perceptions during the first phase of the program, some other items on the questionnaire may have elicited clues as to why the great majority of teachers showed such positive feelings.

The perceptions to Item 9 for instance, indicated that as the school year advanced, fifteen or 84% of the teachers felt more comfortable in their role as career teacher. Only one teacher disagreed to this statement, and two were uncertain. Like any other innovation in education, participation in career education requires a period of time for adaptation. Personnel not only have to become acclimated to new goals and directions, but they have to systematically prepare activities designed to meet the goals. As this was the first year of the program, adaption is even more difficult. In career education the key to program maturity is the ability to integrate career instructional activities into the regular instructional program. As earlier process evaluation reports described, the degree that the Lincoln project personnel were able to combine the career program with the regular curriculum was incremental, but steady. This in itself is quite a feat considering that for almost all teachers, this was their first involvement with career education either as teachers or as students earning credit for college/graduate courses.

The results to Item 5 explains this further. Of the seventeen teachers responding, thirteen or 76% of the teachers believed that the career program at their Learning Center improved considerably since September. The Evaluator's process reports verify that this improvement was realized. By May, 1974, almost all of the major milestone events to which each Learning Center directed itself were accomplished. At the same time, the behavioral objectives checklists, reflecting the academic learning acquired through career education, indicated that the students either mastered or were approaching the mastery of all learning objectives which were developed. This latter achievement is supported by the results of the teachers on questionnaire Item 15. Seventeen of eighteen teachers, with 61% of these strongly agreeing, believed that the majority of the students gained a substantial awareness of the careers which were covered in their Learning Centers. The one teacher not agreeing to the statement was uncertain whether career awareness was transferred to the students. The results to the "Knowledge of Careers Test" validate the teachers' strong perceptions on the effectiveness of the program. Along the same lines, the perceptions gathered on Item 14 suggest that the students enjoyed participating in the career program. Once again, seventeen of the eighteen teachers responding with an overwhelming 72% marking "strongly agree", answered positively to this statement about students' attitude toward the program.

When looking at the comparative attendance data for 1972-73 and 1973-74 in Table 3, one can see generally high ADA (average daily attendance) and ADM (average daily membership) data for the current program year, as well as for 1972-73. Because attendance data are subject to many non-program effects, i.e. flu epidemics, general sickness, and change in student population, they are not totally appropriate indicies to make conclusive statements about

Table 3

COMPARATIVE ATTENDANCE DATA FOR 1972-73, AND 1973-74 FOR STUDENTS PARTICIPATING IN THE LINCOLN CAREER EDUCATION PROJECT AT THE NORTHERN LINCOLN ELEMENTARY SCHOOL.

Learning Center	1972-73 ADA	1972-73 ADM	1973-74 ADA	1973-74 ADM
K	54.48	55.21	56.35	62.13
A	139.43	147.77	117.56	125.44
B	147.60	155.65	142.48	150.14
C	147.17	153.29	158.54	166.32
Total:	488.68	511.92	475.93	504.03

program effects, and especially in regards to improving student attitudes. One can only conclude that attendance is not a problem with this program. Perhaps future projects should consider some affective scheme of testing to determine the effects of the program on improving student attitudes and behavior.

Some other noteworthy findings emerged from the questionnaire. Several items reflected the improved status of the career program since the evaluative findings presented in the Interim Evaluation Report. For example, 70% of the teachers reported on Item 6 that the career activities at their center were well coordinated between all teachers. Only two or 12% of the teachers disagreed. This highly favorable view of coordination of career activities represents a substantial improvement in this aspect of the program over time.

Based on the results generated in the interim report, it appears that the responses to Item 4, 10, 2 and 3 offer a sound rationale for the improvements noted in this program. On Item 4, almost 90% or sixteen of the eighteen teachers responding marked that they have a clear understanding of the program objectives specified for their Center's career program. One teacher still felt unsure of the objectives, while another was uncertain. Earlier Evaluator-prepared reports described the problems with the initial global nature of the program's objectives. To develop greater specificity and therefore more usuable objectives for the program, the teachers during October/November began to construct behavioral objectives for many of the career instructional units that they taught. According to Item 10, fifteen of the eighteen teachers or 84% of the respondents felt that these objectives were a help in instructional decision-making for the program. Two teachers disagreed that the objectives were usable, and one was uncertain. In any respect, the Evaluator hopes that the initial efforts spent by the staff and the Evaluator in developing specific objectives were fruitful. The question-

naire data, and the on-going student achievement data seem to point to the utility of these efforts.

The results to Item 3 and 2 also suggest the major improvements in implementing the program. Only one of the sixteen teachers answering Item 3 noted that they had not received the majority of the materials they ordered; likewise only three or 17% of the seventeen teachers answering item 2 still believed that their Center's career program lacked sufficient organization. Since limitations in both materials acquisition and organization of the program were described in the interim report, it appears these two shortcomings were overcome as the project moved into its second phase of implementation during January through June, 1974. While the teachers' perceptions to Item 2 stands alone as a summative index of the program's overall organization component, the Evaluator's review of program records during an April on-site visit confirms the results recorded on Item 3. This review of records documented an approximate rate of receipt of ordered materials at this time of 80%.

It is important to note, however, that there still appears to be a need to better define the coordinating teacher's role prior to next year's program. As indicated by the results to Item 8, 82% of the respondents believed this to be a priority of the 1974-75 career program.

When teachers were polled on their opinions about program administration, on Item 12 and 13, the results were unanimously in agreement that the project director was open to most suggestions regarding the career project (Item 12), and that the building principal supports the program (Item 13). Since similar perceptions were elicited in the December questionnaire, the administration of the program seem to have been one of its more stable components.

As pointed out in the fifth evaluation process report, the program seems to make an accelerated rate of progress in accomplishing its pre-stated goals. This progress was most observable during the period of January through

May, 1974. Per Item 7, these observations are confirmed. Thirteen or 72% of the teachers believed that the career schedule at their Center was on target (as of May) with the date projected for that Center. In part, this can be attributed to a combination of the following observations:

-- the teachers have adapted well to the instructional focus of career education;
-- the leadership of the program was excellent; and
-- the teachers as a group were committed to the program; enjoyed teaching in the program; and were willing to plan efficiently for the conduct of the program.

Perhaps the overall program is best summarized by the teachers' comments to Item 11. Seventeen or 94% of the teachers polled believed that the career project at their Center was a success. The evaluation data, both student and programmatic, support this conviction. In fact, when asked to consider the modification needed in implementing the 1974-75 Career Program, sixteen of the seventeen teachers responding to Item 16 noted that next year's program should be implemented with only limited modifications. One teacher noted that no change in the program was needed.

VI. SUMMARY AND RECOMMENDATIONS

This Final Evaluation Report of the 1973-74 "Opening Doors to Awareness" Program was developed to present a summative assessment of the effects of the program on students, and changes in the conduct of the program over time. Two major evaluation strategies were incorporated into this report. The pre- and post-test results of the "Knowledge of Careers Test" by level of test used, and the results to a specially designed teacher questionnaire were summarized. These results were discussed within the context of the overall program, with some explanation of the rate of progress that this career project made since its inception. These results depict the successful nature of this firt-year project. Statistically significant test results were observed between the pre- and post-adminstration of the "Knowledge of Careers Test" at all levels of the program. The greatest achievement was demonstrated by the Kindergarten and Center A students who made gains of 14. and 12.7 raw score points between the pre- and post-test. The data gathered on the questionnaire, meanwhile, suggested the overall success in implementing the program, and the accelerated rate at which the program was implemented since January, 1974. Much of this final evaluation data was verified in earlier process evaluation reports submitted to the program administrators.

While the summative data do indicate the general strengths of the program, several areas which warrant some modification and improvements in future projects were cited. For the benefit of the new readers, recommendations made in previous evaluation reports, which are still worthy of consideration, are reiterated below.

Recommendations:

1. The role of the coordinating teacher at each Learning Center should be defined in terms of responsibility to other teachers at their Center, relationship to the project director, and the tasks required to order, share, and coordinate career materials, planning and instruction.
2. The summer in-service workship provided by the Lincoln Public Schools for the Career Program should be designed around the needs of teachers on a Center-by Center basis.
3. If the Vocational Office of the State Department of Education provides an in-service for Part D Career Education teachers through a credit bearing graduate level course, the teachers should consider attending.
4. All instructional materials should be ordered for the 1974-75 career program at the earliest possible date.
5. A greater sharing of ideas between teachers at every Learning Center should be encouraged.
6. If a paraprofessional is employed for the 1974-75 program, the role of this individual to the program should be specified and communicated to the teachers during September.
7. The project personnel should continue to formulate specific objectives for each career instructional unit to be taught.
8. An on-going goal of the program should be to integrate the career instruction into the regular curriculum.

APPENDIX A

Knowledge of Careers Test

KNOWLEDGE OF CAREERS TEST

TEACHER DIRECTIONS

Grade K - 2

INTRODUCTION

The "Knowledge of Careers Test" is designed for small group administration with pupils. In this test, the pupils are asked to tell about different careers, according to four characteristics which could describe each. Each career on the test is portrayed by a representative picture or symbol, followed by a YES - NO response format. There are four sheets for use in this test, each is used for one of the characteristics to be questioned. For each career, on each question, the pupil is to circle the answer which he (she) considers correct. The items were developed to elicit value judgements by the pupil based on what he knows now about a given career; therefore, only one of the choices (either YES or NO) should be circled.

The sheets are color coded for the questions.

White:
Question 1 - Works outside most of the time

Yellow:
Question 2 - Works with machines or tools

Pink:
Question 3 - Works with people who need help

Blue:
Question 4 - Must go to school for a long time

PROCEDURES

#1 - Pass out the white sheet to students.

#2 - Say: "Look at the list of pictures while I read them to you." "They are (name them)." "You are to answer some questions about these people."

"The first question is: Works outside most of the time."

"You are going to draw a circle around either the YES or NO to tell whether the (name first career) works outside most of the time." (Pause) "You should have drawn a circle around either the YES or the NO to tell whether the (repeat name) works outside most of the time."

"Now do the same for the next one." "Does a (name second career) work outside most of the time?" "Now keep doing them by yourself; when you finish, put your pencil down, and I will tell you what to do next."

After the pupils finish the first question, make sure they all have the yellow sheets, and tell them what the next question is. Have them mark YES or NO for each of the occupations.

CONTINUE SEQUENCE UNTIL ALL QUESTIONS ARE COMPLETED.

KINDERGARTEN

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

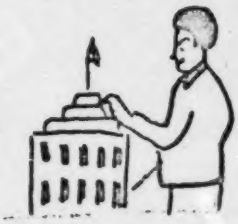
YES NO

YES NO

YES NO

YES NO

YES NO



YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

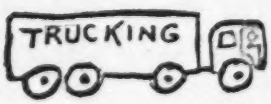
YES NO

YES NO

YES NO

YES NO

YES NO



YES NO

YES NO

KNOWLEDGE OF CAREERS TEST

TEACHER DIRECTIONS

Grades 3 - 6

INTRODUCTION

The "Knowledge of Careers Test" is designed for small group administration with pupils. The test consists of a list of careers and five characteristics which could describe each. For each career, the student is to circle either Y (yes) or N (no) under each characteristic, depending upon his agreement or disagreement to the appropriateness of the particular characteristic.

Each item was constructed to elicit a value judgement by the pupil based on what he knows now about a given career. If a situation arises in which a pupil feels that he could circle both Y, and N, a judgement should be made as to which choice (only one) describes that career best. The tester (teacher) should read each career aloud, and then allow the student to circle his choice.

PROCEDURES

#1. Pass out a copy of the test to each student.

#2. Have the pupils put their names on the sheet.

#3. Say: "This is a test to determine how much you know about various careers or occupations. Look at the top of the sheet. There are five questions for you to answer about each career: Works outside most of the time; Works with machines or tools; Works with people who need help; Reads and writes a lot; Needs a lot of education.

Now look at the careers on the left hand side of the sheet: (name a few) - For each career you are to circle either Y (yes) or N (no) to each of the questions which follow.

Are there any questions? All right, now we'll begin! The first career is _____. Circle either the Y (yes) or N (no) to each question." (Pause until the students finish) Walk around the room to make sure they are completing

the test correctly.

"Now look at the second career or occupation. It is _____. Answer either Yes or No to each of the questions."

Continue until the test is completed. Please make sure that each student has placed his name on the test.

UPIL'S NAME _____

KNOWLEDGE OF CAREERS TEST: GRADES 3 - 4

CAREERS	CHARACTERISTICS									
29.	Works outside most of the time		Works with machines or tools		Works with people who need help		Reads and writes a lot		Needs a lot of education	
1. Custodians	Y	N	Y	N	Y	N	Y	N	Y	N
2. Roofers	Y	N	Y	N	Y	N	Y	N	Y	N
3. Painters	Y	N	Y	N	Y	N	Y	N	Y	N
4. Interior Decorators	Y	N	Y	N	Y	N	Y	N	Y	N
5. Fashion Consultants	Y	N	Y	N	Y	N	Y	N	Y	N
6. Dieticians	Y	N	Y	N	Y	N	Y	N	Y	N
7. Factory Workers	Y	N	Y	N	Y	N	Y	N	Y	N
8. Textile Workers	Y	N	Y	N	Y	N	Y	N	Y	N
9. Potters	Y	N	Y	N	Y	N	Y	N	Y	N
10. Business clerks	Y	N	Y	N	Y	N	Y	N	Y	N
11. Bookkeepers	Y	N	Y	N	Y	N	Y	N	Y	N
12. Managers	Y	N	Y	N	Y	N	Y	N	Y	N
13. Researchers	Y	N	Y	N	Y	N	Y	N	Y	N
14. Reporters										

UPIL'S NAME

KNOWLEDGE OF CAREERS TEST: GRADES 5 - 6

CAREERS	CHARACTERISTICS									
30.	Works outside most of the time		Works with machines or tools		Works with people who need help		Reads and writes a lot		Needs a lot of education	
1. Rescue Worker	Y	N	Y	N	Y	N	Y	N	Y	N
2. Lab Technician	Y	N	Y	N	Y	N	Y	N	Y	N
3. Paramedics	Y	N	Y	N	Y	N	Y	N	Y	N
4. Druggist	Y	N	Y	N	Y	N	Y	N	Y	N
5. Sanitation Worker	Y	N	Y	N	Y	N	Y	N	Y	N
6. Clerks	Y	N	Y	N	Y	N	Y	N	Y	N
7. Receptionist	Y	N	Y	N	Y	N	Y	N	Y	N
8. Accountants	Y	N	Y	N	Y	N	Y	N	Y	N
9. Carpenters	Y	N	Y	N	Y	N	Y	N	Y	N
10. Contractors	Y	N	Y	N	Y	N	Y	N	Y	N
11. Designers	Y	N	Y	N	Y	N	Y	N	Y	N
12. Comptroller	Y	N	Y	N	Y	N	Y	N	Y	N
13. Truck Drivers	Y	N	Y	N	Y	N	Y	N	Y	N

APPENDIX B

Teacher Questionnaire

LINCOLN PUBLIC SCHOOLS
CAREER EDUCATION PROGRAM
TEACHER QUESTIONNAIRE

This questionnaire is intended to elicit your responses to specific aspects of the Career Program conducted at your Learning Center. This questionnaire is anonymous; therefore, please do not sign your name. Please be as candid as possible and complete this form independent of your co-teachers, as we would like your individual opinions about the career program. All questionnaires should be completed and returned to Mrs. Norma Blythe by May 24, 1974.

Respond to each statement according to the following code:

SA = Strongly Agree
A = Agree
? = Uncertain
D = Disagree
SD = Strongly Disagree

1.	I enjoyed teaching in the Career Education Program.	SA	A	?	D	SD
2.	The career project at my center lacked sufficient organization.	SA	A	?	D	SD
3.	I have received the majority of career materials which I ordered.	SA	A	?	D	SD
4.	I have a clear understanding of the objectives specified for the career program at my center.	SA	A	?	D	SD
5.	In my opinion the career program at my center improved considerably since September.	SA	A	?	D	SD
6.	The career activities at my center were well coordinated between all teachers.	SA	A	?	D	SD
7.	At this point in time, the career schedule at my center is on target with the date projected for this center.	SA	A	?	D	SD
8.	The coordinating teacher's role in my center should be better defined for next year's Project.	SA	A	?	D	SD

9. As the year progressed I felt more comfortable in my role as career teacher. SA A ? D SD

10. The behavioral objectives which were developed for the various career units at my center were useful for instructional decision making. SA A ? D SD

11. All things considered, the career project at my center was a success. SA A ? D SD

12. The project director is open to most suggestions regarding the career project. SA A ? D SD

13. The building principal supports the career program. SA A ? D SD

14. The students enjoyed participating in the career program. SA A ? D SD

15. The majority of the students have demonstrated (via teacher tests, teacher judgment, etc.) a substantial awareness of the careers which were covered in this center. SA A ? D SD

16. As I see it, future career projects should be implemented at my center with (please check one):

major modification ____
limited modification ____
no modification ____
should not be implemented at all ____

17. At this point in time, what one recommendation do you have for the career project?

_____
_____
_____
_____
_____